DOCUMENT RESUME

ED 273 763 CE 044 914

AUTHOR Barnes, Martha; And Others
TITLE Language Arts. Supplemental Exercises. Courses 201-204.
INSTITUTION Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE 85
NOTE 114p.; For the basic level curriculum guide, see CE 044 912. For the language arts exercise book for grade 1, see CE 044 913.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Beginning Reading; *Cursive Writing; *Functional Reading; Learning Activities; Literacy Education; *Phonics; *Sight Vocabulary

ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the language arts subject area. Course numbers and exercise topics are: 201 (sight words, long vowels, hard and soft c and g, sight word nouns and verbs, nouns and verbs, description words, details), 202 (sight words, initial and final consonant blends, main idea and details, cursive writing), 203 (sight words, initial and final consonant digraphs, vowel digraphs, predicting story outcome, story completion, cursive writing), and 204 (sight words, vowel diphthongs, classification, answering questions, cursive writing). (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FD273763

LANGUAGE ARTS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

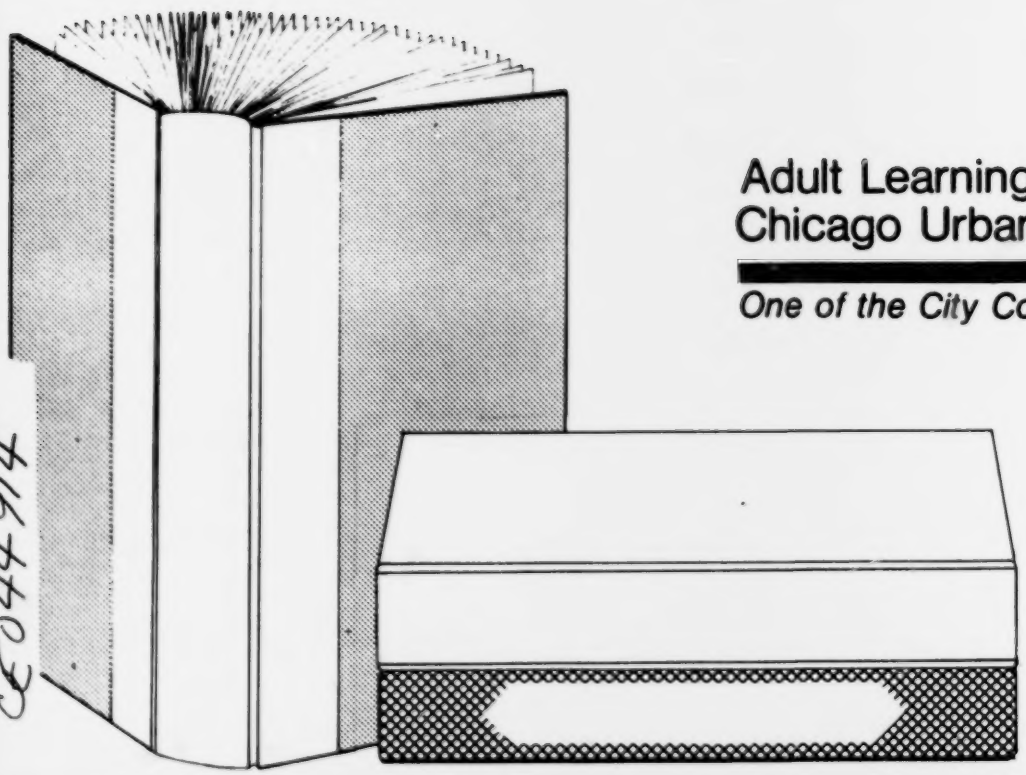
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

City Colleges of Chicago
T Gunz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Supplemental Exercises

Courses 201 — 204



Adult Learning Skills Program
Chicago Urban Skills Institute

One of the City Colleges of Chicago

CE044914

ADULT LEARNING SKILLS PROGRAM

Supplemental Exercises

in

Language Arts

Courses 201-204

CHICAGO URBAN SKILLS INSTITUTE

Talmadge Guy, Executive Director

Gloria J. Taylor, Coordinator,
Department of Curriculum

CITY COLLEGES OF CHICAGO

Salvatore G. Rotella, Chancellor

CHICAGO URBAN SKILLS INSTITUTE . 3901 SOUTH STATE STREET . CHICAGO 60609 . (312) 624-7300

One of the City Colleges of Chicago

SP 85

Copyright© 1985 by the Curriculum Department
Chicago Urban Skills Institute
3901 South State Street
Chicago, Illinois 60609

The exercises in this Basic Level Book were developed by the following Curriculum Specialists:

ABE/GED Curriculum Specialists	Martha Barnes Virginia Jackson June Rouse
ABE/GED Curriculum Specialist (part-time)	Maria Thiel
Curriculum Clerical Staff	Cynthia Clifford Claretta Habeel Cynthia Means Claudette Smith
Graphic Assistant	Paul Guinan

TABLE OF CONTENTS

	Page
TO THE TEACHER	ii-vii
Course 201	
Sight Words	1-8
Long Vowels	9-21
Hard and Soft c and g	22-28
Sight Word Nouns	29-30
Sight Word Verbs	31
Nouns and Verbs	32-33
Description Words	34-35
Details	36-40
Course 202	
Sight Words	41-42
Initial Consonant Blends	43-50
Final Consonant Blends	51-53
Main Idea and Details	54-56
Cursive Writing	57-71
Course 203	
Sight Words	72-73
Initial Consonant Digraphs	74-75
Final Consonant Digraphs	76-82
Vowel Digraphs	83-86
Predicting Story Outcome	87-89
Story Completion	90-91
Cursive Writing	92-93
Course 204	
Sight Words	94-95
Vowel Diphthongs	96-97
Classification	98
Answering Questions	99-101
Cursive Writing	102

TO THE TEACHER

Purpose of This Book

The exercises in this book and in this series have been designed to assist beginning readers in attaining a level of literacy which will enable them to cope better in their daily lives.

How To Use This Book

The supplemental exercises in this book should be used with the teaching strategies suggested in the Basic Curriculum Guide, and teacher-made and commercial materials.

Included in this section are suggestions and procedures for introducing various skills. At the bottom of some pages in the student section is a note to you. Be sure to look for it.

This book is designed to be used in individualized and group teaching situations. With most exercises, you can introduce the skill, read and/or explain the directions to students, and guide them through the first example. While students are working individually, you should remain nearby in case additional assistance is needed.

Consider different levels of student ability when working with this book. Allow each student to proceed at his own pace. Do not overwhelm a student by practicing a skill until he becomes too tired or bored. Give student immediate feedback on his performance and a lot of praise and reassurance to provide a sense of accomplishment. When a student demonstrates that he is competent in a skill, do not continue to practice that skill.

Course Focus

Course 201 continues to present basic sight words and functional reading vocabulary along with practice in reading words with long vowel sounds and hard and soft c and g sounds. For the first time, students are called upon to extract information from passages that they read silently. They begin to identify nouns, verbs and adjectives and to form and write simple sentences.

Course 202 presents words with two-letter consonant blends. Students practice identifying the main idea and details of stories they themselves read, using new and previously presented sight words and functional vocabulary. This course introduces cursive writing. Students learn to spell and write personal information, days of the week, and months of the year.

Course 203 includes words with consonant and vowel digraphs and students read longer sentences. They discuss and predict the outcome of stories that they read to themselves. Students now copy words and sentences in cursive writing.

Course 204 gives students the last of the sight word lists and continues to develop recognition of words from functional and personal vocabularies. Words with vowel diphthongs are also presented. Students classify words and topics and answer questions about literal and implied information in passages that they read silently and aloud. They also write from dictation and copy short paragraphs in cursive form.

201, Exercise 1, Page 1

OBJECTIVE: To recognize and write sight words

Sight words which are not names of things may be difficult to learn and, therefore, require more practice time than concrete sight words. Introduce no more than 6 to 8 words at a time. Use flashcards and/or chalkboard. (See Basic Curriculum Guide for more detailed sight word activities.)

201, Exercise 2, Page 9

OBJECTIVE: To recognize and pronounce words with long vowels

Explain to students that a long vowel "says its own name." When a word ends in e, the e is usually silent and the vowel that precedes it is usually long. As a readiness activity for introducing pronunciation of final e words, do a word building exercise using short vowel word patterns (cap + e = cape, mat + e = mate, etc.). Also demonstrate letter substitution by having students add consonants to long vowel stems (f + ace = face, p + ace = pace, r + ace = race).

201, Exercise 2, Page 11

OBJECTIVE: To recognize and pronounce words with long vowels

Some of the long e words in this exercise are also practiced in the vowel digraph exercise in Course 203.

201, Exercise 8, Page 17

OBJECTIVE: To recognize and pronounce words with long vowels

Long o words are also practiced in the vowel digraph exercise in Course 203.

201, Exercise 9, Page 20

OBJECTIVE: To recognize and pronounce words with long vowels

Some of these long u words are also vowel digraph words.

202, Exercise 1 Page 41

OBJECTIVE: To recognize and write sight words

Introduce no more than 6 to 8 words at a time. Use flashcards and/or chalkboard to introduce words.

202, Exercise 2, Page 43

OBJECTIVE: To recognize and pronounce words with initial consonant blends

As a readiness activity for introducing initial consonant blends, show students a list of two-letter blends. Have them think of words that begin with these letters. Also, ask students to choose the written blend (from a list you have given them) that matches the initial blend of a word given orally. Do word-building exercises, such as cr + ab = crab, sm + all = small. Ask students to think of things in their own environment that begin with blends.

202, Exercise 10, Page 57

OBJECTIVE: To write letters of the alphabet in cursive form

Cursive writing is the joining together of letters. Without the necessity for lifting the pen or pencil as often, writing can be done more rapidly. Students should follow numbered arrows to trace models before writing each letter. Although some students may have difficulty making "perfect" letters, encourage them to take their time to make the letters as accurately as possible.

202, Exercise 12 and 13, Pages 66-71

OBJECTIVES: To identify and write the days of the week

To identify and write the months of the year

You may wish to have students copy days of the week and the months of the year in manuscript form before they practice the cursive form.

203, Exercise 1, Page 72

OBJECTIVE: To recognize and write sight words

Introduce no more than 6 to 8 words at a time. Use flashcards and/or chalkboard to introduce words.

203, Exercise 5 and 6, Pages 87-91

Introduce the words in the box before students read the paragraphs. The reading passages in Exercises 5 and 6 are open-ended to promote student discussion. Encourage shy or quiet students to express themselves but do not insist that they speak up. To finish these open-ended stories, the student will draw on his own experience or imagination. Some endings may be based on facts given in the stories.

To stimulate discussion, you may wish to ask the following questions.

EXERCISE 5: To predict story outcome

A. Sam's Lucky day: What factors must Sam consider as he thinks about what to do with the money? (What's the practical thing to do? What will make me happiest?)

B. Car Care: 1. What could happen to Hank's car?
2. What could happen to Hank?

C. Job Interview: You can point out the stage directions (instructions to the actors) that are in parentheses. You may wish to assign the reading of the play to various groups of three people to read aloud, or ask for volunteers. One person can read the stage directions and two more can take the parts of Mr. Jay and Toni. After students read the play, have the class discuss some of the points that Mr. Jay may take into consideration as he writes up the interview.

Ask: Do you think it was a good or a bad interview? What do you think Toni could have done differently?

Possible answers are:

1. The only time Toni could have smoked would have been if Mr. Jay had lit up first and offered her a cigarette.

2. When Mr. Jay asked Toni about her previous job, Toni evaded the question and told him about her typing.

3. When Mr. Jay commented about her good typing, Toni gave him what could be considered a smart-aleck answer.

4. Mr. Jay had to ask twice why Toni left her last job.

5. When Toni left, she said, "See you later," which was too informal for the occasion.

EXERCISE 6: To complete an open-ended story

Grandma Then and Now: 1. What is the relationship between age and interests?
2. Why is it a good idea to have interests and keep up with what's going on?
3. What can happen if you lose interest in what's going on?

EXERCISE 6: (Continued)

Maps: 1. Who should Alan talk to?
2. How can he state his question?

204, Exercise 1, Page 94

OBJECTIVE: To recognize and write sight words

Introduce no more than 6 to 8 words at a time. Use flashcards and/or the chalkboard to introduce these words.

204, Exercise 3, Page 98

OBJECTIVE: To classify words and information

Read the following lists of words to students. Have them think of a general heading for each group of words.

baseball football basketball hockey	>Sports	horn carburetor oil filter engine	>Auto Parts
spinach corn beans squash	>Vegetables	shoulders knees fingers legs	>Human Body Parts
soap operas news movies sports	>Television	melons apples pears plums	>Fruit
Wendy's McDonald's Burger King Kentucky Fried Chicken	>Fast Food Restaurants		

SIGHT WORDS

A. DIRECTIONS: Circle the words in each row that are the same as the word on the left.

1.	about	all	an	an	(about)	and	(about)
2.	all	about	all	an	all	about	all
3.	an	an	all	an	about	an	all
4.	any	an	and	any	and	any	any
5.	and	an	and	and	an	any	and
6.	away	any	away	away	an	an	away all
7.	because	away	brown	because	brown	because	
8.	brown	brown	because	brown	brown	because	
9.	came	came	could	could	came	came	
10.	every	away	every	any	every	any	

B. DIRECTIONS: Listen to the words on the left in Part A above. Say the words. Write the words.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

NOTE: SEE TEACHER'S SECTION PAGE IV, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS AND OTHER SIGHT WORD EXERCISES.

1

OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

MAKING SENTENCES

C. DIRECTIONS: Fill in each blank with one of the words below the line.

1. Mr. Pine went to the school to see about his son.
   about
   away

2. Ned _____ Bob will drive the bus.
   and
   all

3. _____ family on B street has a car.
   Every
   About

4. _____ buses stop here.
   All
   And

5. Mel did not see me _____ I went home at 2:00 p.m.
   brown
   because

6. Four of my friends _____ to dinner.
   came
   every

7. Do you want _____ egg for breakfast?
   away
   an

8. Did you see a _____ Chevy van?
   brown
   because

9. I did not see _____ vans.
   away
   any

10. The family pet ran _____. They did not find it.
    about
    away

SIGHT WORDS

A. DIRECTIONS: Circle the words in each group that are the same as the first word.

1. could	2. five	3. for	4. found	5. goes
(could)	for	for	found	found
came	five	found	goes	found
came	for	found	found	goes
(could)	five	for	for	for
came	for	for	found	goes

6. good	7. have	8. her	9. into	10. just
goes	have	have	into	just
goes	have	have	just	into
goes	her	have	just	into
good	have	her	into	just
good	her	have	her	just
goes	have	her	into	into

B. DIRECTIONS: Listen to the first word in each group above. Say the words. Write the words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____ _____
9. _____
10. _____

OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

MAKING SENTENCES

C. **DIRECTIONS:** Fill in each blank with one of the words below the line.

1. He _could_ not find his hat.
   could
   came

2. _____ men will eat codfish.
   Five
   Found

3. What did you buy _____ my birthday?
   five
   for

4. Ben _____ his black pen.
   for
   found

5. The little kid _____ to the sitter.
   goes
   good

6. Bob and I are _____ friends.
   goes
   good

7. Will you _____ tea with me?
   have
   her

8. Please help _____find a red hat.
   have
   her

9. He fell _____ the mud.
   into
   five

10. The black car is _____ as big as the blue car.
    have
    just

BEST COPY AVAILABLE

SIGHT WORDS

A. **DIRECTIONS:** Look at the words in each group. Circle the words that are the same as the first word.

1. keep	2. look	3. many	4. much	5. now
(keep)	many	many	now	on
look	many	much	much	now
(keep)	look	many	now	on
look	look	many	much	on
(keep)	many	much	much	now

6. on	7. one	8. out	9. said	10. saw
on	one	out	said	saw
one	out	one	saw	said
one	out	out	saw	said
on	one	one	said	saw
on	one	out	said	saw

B. DIRECTIONS: Listen to the first words in Part A above. Say the words. Write the words.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

MAKING SENTENCES

C. **DIRECTIONS:** Fill in each blank with one of the words below the line.

1. Please Keep the hat in the box.
   look
   keep

2. You _____ that you could help me.
   say
   said

3. How _____ of you will help him?
   much
   many

4. I want to see you _____.
   on
   now

5. They did not have _____fun.
   much
   many

6. Look out for _____ of the buses.
   one
   on

7. I _____ him get into the blue Chevy van.
   saw
   was

8. Will you _____ for the blue hat?
   look
   keep

9. My car ran _____ of gas.
   one
   out

10. The pillow is _____ the bed.
    on
    one

SIGHT WORDS

A. **DIRECTIONS:** Circle the words in each row that are the same as the word on the left.

1.	say	say	yes	yes	say	yes
2.	them	hem	them	hem	them	them
3.	these	these	the	these	these	the
4.	things	thin	things	things	things	thin
5.	this	this	this	his	this	his
6.	too	two	too	to	too	two
7.	were	were	were	where	were	were
8.	very	very	every	very	every	very
9.	white	white	hit	white	hit	white
10.	why	why	white	why	why	white

B. **DIRECTIONS:** Listen to the words on the left in Part A above. Say the words. Write the words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

7 OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

MAKING SENTENCES

C. **DIRECTIONS:** Fill in each blank with one of the words below the line.

1. Will you drive _____ them _____ to work?
   them
   very

2. _____ is where the bus stops.
   This
   These

3. My friend gave me _____ things for my birthday.
   these
   this

4. Put these _____ in a big box.
   this
   things

5. The dress is _____ small for Mrs. Todd.
   too
   them

6. I like that _____ top very much.
   white
   why

7. _____ did you sell the family car?
   What
   Why

8. It is _____ hot in here.
   every
   very

9. There _____ five men in the small car.
   white
   were

10. _____ is in the big brown pot?
    What
    Why

LONG VOWEL: a

A. DIRECTIONS: Read these words with the long a sound.

ace	fade	bake	cane	day
face	jade	cake	lane	May
pace	made	lake	pane	pay
race	Wade	Jake	sane	say

B. DIRECTIONS: Read these sentences.

1. Ace ran at a fast pace. He won the race. Look at his face.

2. Wade put the jade top in the sun. The sun made the jade top fade.

3. A man on Q.C. Lane hit the pane with a cane. He was not sane.

4. Jake will bake a cake for the picnic at the lake.

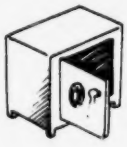
5. Did you say that my payday is in May?

NOTE: SEE TEACHER'S SECTION PAGE IV, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS AND OTHER LONG VOWEL EXERCISES.

9

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH LONG VOWELS

C. DIRECTIONS: Read the words under the pictures.

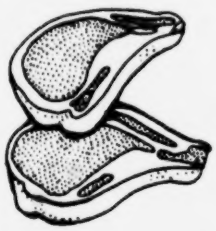
1. apron	2. vase	3. rake	4. bacon
5. baby	6. cane	7. tape	8.  safe

D. DIRECTIONS: Fill in each blank with a word from the box.

1. The vase has buds in it.
2. Mr. Wade has an _____ on.
3. Put the _____ on the box.
4. The money is in the _____.
5. The _____ is safe with the sitter.
6. The man with the _____ does not want help.
7. I eat _____ for breakfast.
8. The _____ is for our yard.

LONG VOWEL: e

A. **DIRECTIONS:** Read the words under the pictures.

			
meat	beet	heel	feet

B. **DIRECTIONS:** Read these sentences.

1. Ed will not eat very much red meat.

2. The heel on this shoe is run down. Please fix it.

3. I keep my money in the safe in the den.

4. Is bacon the meat that you eat with beet greens?

5. These brown shoes will fit your feet.

NOTE: SEE TEACHER'S SECTION PAGE IV, FOR SPECIFIC INFORMATION ABOUT THIS EXERCISE.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH LONG VOWELS

C. DIRECTIONS: Read these words with the long e sound.

feel	beet	beat	meal	beach
heel	feet	heat	Neal	reach
peel	meet	meat	teal	teach
		neat	veal	peach

D. DIRECTIONS: Fill in each blank with a word below the line.

1. How do your Feet feel?
   feet
   meet

2. I beat the heat with tea at the _____.
   teach
   beach

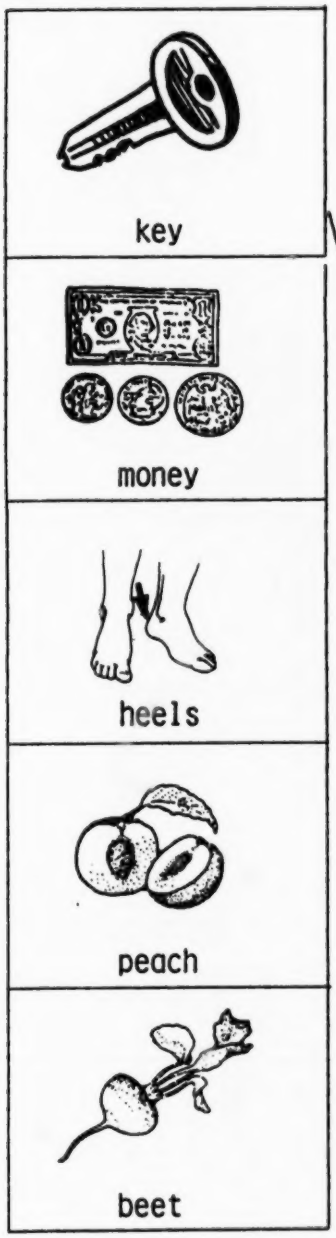
3. _____ me at the beach.
   Meet
   Feet

4. Will you peel the _____ so that I can eat it?
   reach
   peach

5. Mrs. Neal had _____ at her dinner meal.
   veal
   teal

6. _____ me how to meet friends at the beach.
   Peach
   Teach

E. **DIRECTIONS:** Draw a line to the words that tell about each picture.



1. The back part of your feet.

2. You can eat this. It is yellow.

3. You can buy things with this.

4. You eat this. It is red.

5. This goes with a lock.

LONG VOWEL: i

A. DIRECTIONS: Read the long i words below each picture. Draw a line under the word that matches the picture.

1.	2.	3.	4.
Tide	mike	pipe	wine
side	hike	ripe	nine
ride	like	wipe	pine
wide	bike		fine

5.	6.	7.	8.
tire	five	dime	eye
hire	dive	time	dye
fire	live	lime	rye
wire	jive		lye

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH LONG VOWELS

B. **DIRECTIONS:** Read these words with the long i sound.

dine	life	mile	find	five	iron	Ivy
mine	wife	pile	mind	live	sign	virus
nine						

C. **DIRECTIONS:** Read these sentences.

1. We will dine out at nine.

2. Mike and his wife have a good life.

3. My mind is on my five-mile run.

4. Ivy is in bed with a virus.

5. You can find the sign on the pile of boxes.

6. I drink Five Alive for breakfast.

7. This iron is mine.

D. DIRECTIONS: Fill in each blank with one of the words below the line.

1. Where did you get that pipe ?
   ripe
   pipe

2. I put _____ in my tea.
   dime
   lime

3. We will drink no _____ until it is time.
   wine
   nine

4. I will buy new _____ for my car.
   fires
   tires

5. The peach is _____.
   wipe
   ripe

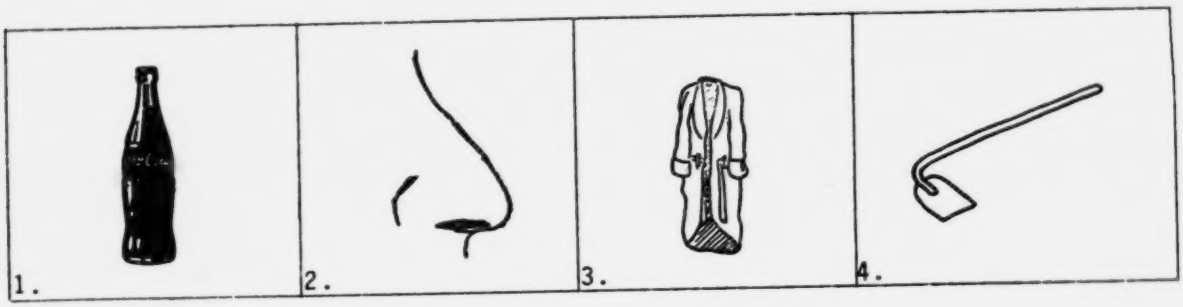
6. I like to _____ and ride my bike.
   mike
   hike

7. Mr. Ive will dive _____ times.
   five
   live

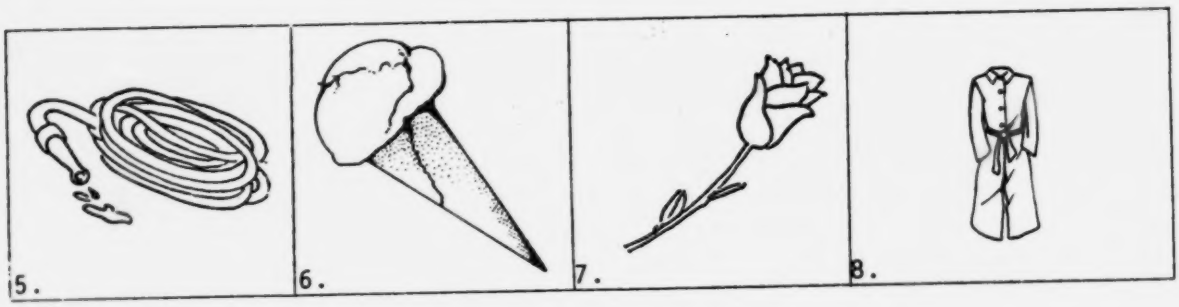
8. Ace eats _____ hot dog buns.
   rye
   lye

LONG VOWEL: o

A. DIRECTIONS: Read the long o words below each picture. Draw a line under the word that matches the picture.



1.	2.	3.	4.
Coke	nose	robe	hoe
joke	rose	lobe	toe



5.	6.	7.	8.
hose	cone	rose	coat
nose	bone	hose	boat

NOTE: SEE TEACHER'S SECTION PAGE IV, FOR SPECIFIC INFORMATION ABOUT THIS EXERCISE.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH LONG VOWELS

B. **DIRECTIONS:** Read these words with the long o sound.

old	Cole	oat	woke	Rome
cold	sole	coat	police	doze
gold	role	soap	Pope	home
sold	hole	foam	close	stole
		loan	vote	

C. **DIRECTIONS:** Read these sentences.

1. We doze but never close.
2. Mrs. Cole sold her gold pin.
3. The soap left foam in the tub.
4. The Pope in Rome will eat sole on Friday.
5. Did you get that role in the play?
6. It is cold outside.
7. I need a loan to buy a new home.
8. The old man had a hole in his coat.
9. Mr. Cole woke up at five.
10. Will you vote for me?
11. Someone stole our car. The police will find it.
12. Oatmeal is a good breakfast food.

D. DIRECTIONS: Fill in each blank with one of the words below the line.

1. We went on a boat ride in Rome.
   coat
   boat

2. We had _____ and hot dogs at the ballgame.
   Coke
   joke

3. The water _____ and hoe are in the yard.
   nose
   hose

4. Put on your _____ if you are cold.
   lobe
   robe

5. Rob _____ his old car to his father.
   sold
   gold

6. The carpet in our new home is _____.
   bone
   cone

LONG VOWEL: u

A. DIRECTIONS: Read these words with the long u sound.

use	due	cute
fuse	fuel	union
tube	rule	United States
lube	June	Super Glue

B. DIRECTIONS: Read these sentences.

1. The van ran out of fuel.
2. May I use your glue?
3. Put a fuse in the box.
4. Who made this rule?
5. That little kid is cute.
6. Buy a tube of Super Glue.
7. The old car needs a lube job.
8. My car note is due in June.
9. Did you pay your union dues?
10. We live in the United States.

NOTE: SEE TEACHER'S SECTION PAGE IV, FOR SPECIFIC INFORMATION ABOUT THIS EXERCISE.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH LONG VOWELS

C. **DIRECTIONS:** Circle the word in each group that rhymes with the word which has a line under it.

1. shoe

fig
fly
(flu)

2. fuse

us
use
unit

3. duel

fuel
fuse
do

4. suit

cut
cute
sew

5. glue

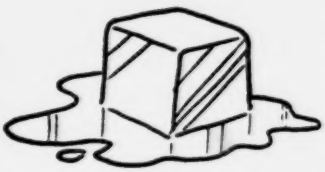
due
don't
news

6. mule

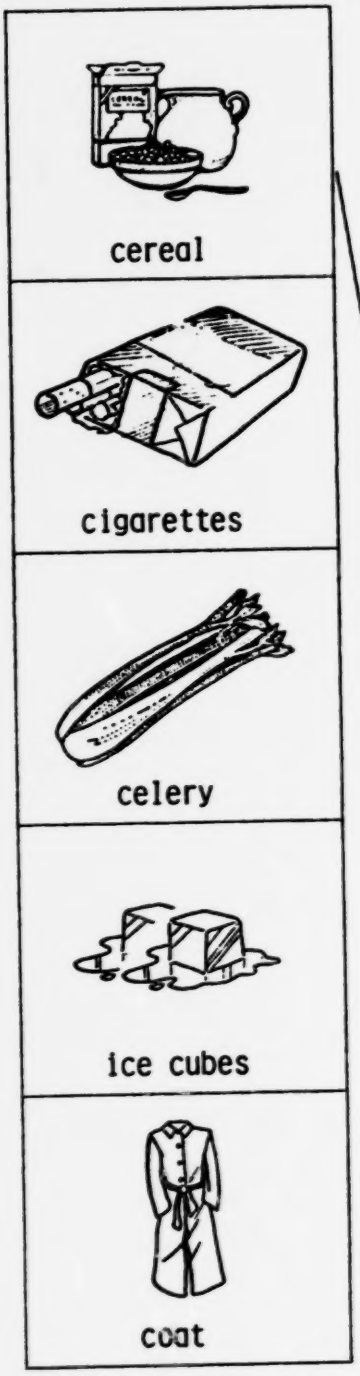
mute
rule
mutt

HARD AND SOFT "c"

A. DIRECTIONS: Say the name of each picture. Write S if it has a soft c and H if it has a hard c sound.

1. S	2.	3.
4.	5.	6.
7.	8.	9.
10. 	11.	12.

B. DIRECTIONS: Draw a line from the picture to the group of words that tell about it.



1. You may get cancer from these.
2. You can cook with this.
3. These will make water cold.
4. You can put this on.
5. This is a breakfast food.

C. **DIRECTIONS:** Complete each sentence. Choose a word from the box.

celery	ice	corn
cereal	coat	pencil

1. Oatmeal is a good breakfast cereal.

2. Mrs. Cole's family gave her a red fox_____ for her birthday.

3. I like _____ on the cob with my ribs.

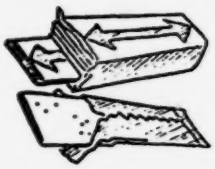
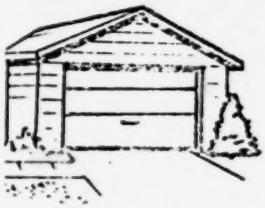
4. Put a cube of _____ in my drink.

5. Ola puts carrots and _____ in her salad.

6. I need a number 2 _____.

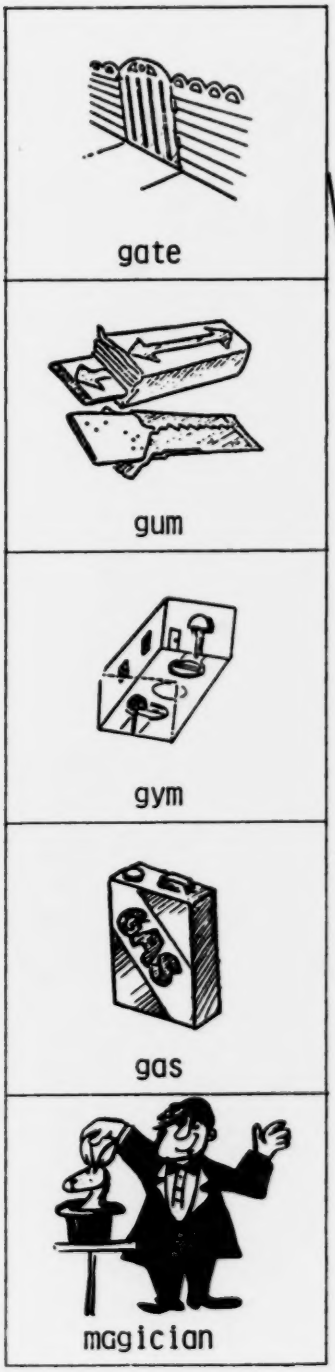
HARD AND SOFT "g"

A. DIRECTIONS: Say the name of each picture. Write S if it has a soft g sound and H if it has a hard g sound.

1. S	2.	3.
4.	5.	6.
7.	8. 	9.
10.	11. 	12.

25 OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH THE HARD AND SOFT "G"

B. DIRECTIONS: Draw a line from the picture to the group of words that tell about it.



1. You can play basketball in this.
2. You can chew this.
3. If you run out of this, your car will stop.
4. This person can play tricks on you.
5. This is an opening in a fence.

C. DIRECTIONS: Complete each sentence. Choose a word from the box.

gas	guide	gate
generic	gin	gym

1. Gus buys generic pop. He saves money.

2. The TV _____ has a lot of shows in it.

3. She can jog in the new _____.

4. Gene has had too much _____ and tonic. He cannot drive home.

5. The car ran out of _____.

6. Open the _____ to the fence.

GROUPING c AND g WORDS

A. DIRECTIONS: Read the story. Draw a line under all the words that have hard and soft c and g sounds.

Gene had to shop. He got cash from the coffee can. He went to Mr. G and to the Great Ace. These are the things that Gene got.

gas can
work cap
gum
celery
gin and tonic mix
no. 2 pencil
TV Guide
box of rice
gym shoes
gallon of milk
ice tea mix
cereal
corn on the cob

B. DIRECTIONS: Group the words from Part A that have lines under them.

Hard c	Soft c	Hard g	Soft g

28 OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH HARD AND SOFT CONSONANTS "C" AND "G"

SIGHT WORD NOUNS

A. DIRECTIONS: Look at the words in the boxes. Write the names for "people" in the first column. Write the names for "things" in the second column.

friend	box	boy	shoe	father
girl	letter	man	money	woman
	sign	fan		

People	Things
friend	box

OBJECTIVE: TO IDENTIFY NOUNS FROM SIGHT WORDS

B. DIRECTIONS: Circle two words in each line that name people, things, or animals.

1.	jump	(box)	fast	(man)
2.	hat	run	little	street
3.	find	bus	woman	eat
4.	said	sun	up	cat
5.	help	bed	is	cap
6.	dog	city	go	and

SIGHT WORD VERBS

DIRECTIONS: Circle two words in each line that show action.

1.	ear	(ate)	under	(ride)
2.	face	all	say	find
3.	help	tree	girl	go
4.	white	ran	went	hat
5.	make	milk	do	too
6.	street	jump	soon	eat

OBJECTIVE: TO IDENTIFY VERBS FROM SIGHT WORDS

MAKING SENTENCES

A. DIRECTIONS: Complete each sentence. Use a word from the box to tell what each person is doing.

Pat

Sam

Ned

Gin

shaves	waxes	paints	talks

1. Pat waxes.
2. Sam _____.
3. Ned _____.
4. Gin _____.

OBJECTIVE: TO COMBINE NOUNS AND VERBS TO FORM SENTENCES

B. DIRECTIONS: Draw a line from the first word to a word that can make a sentence.

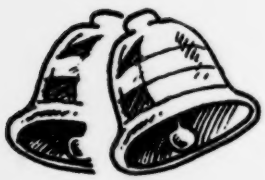
1. Doors — open.

into.
open.
down.

2. Fish — swim.

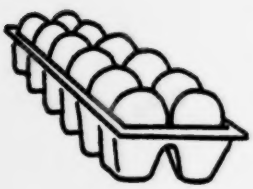
new.
swim.
give.

3. Bells — ring.



give.
ride.
ring.

4. Eggs — break.



break.
want.
can.

WORDS THAT DESCRIBE

A. DIRECTIONS: Use a word from the box to tell something about each word in the list below.

big	fast	little	good	funny	old

1. big box
2. _____ bus
3. _____ dog
4. _____ hat
5. _____ man
6. _____ car
7. _____ father
8. _____ girl
9. _____ street
10. _____ tree

B. DIRECTIONS: Circle two words on each line that can be used to tell something about a naming word.

1.	(yellow)	is	(big)	to
2.	friend	put	large	old
3.	small	we	was	black
4.	two	friend	funny	away
5.	blue	from	the	little

C. DIRECTIONS: Complete each sentence with one of the words below the blank.

1. They have a blue car.
   soon, blue

2. Nell is a _____ lady.
   nice, get

3. Did you find the _____ dollars?
   how, four

4. Is this a _____ hat?
   new, come

5. He has a _____ coat.
   green, will

A. DIRECTIONS: Read the story. Complete the sentences.

gift	coffee

A Birthday Gift

It was Nan's birthday. She went to work. Her friends gave her a coffee mug. They put it in a small box. The mug was blue and yellow. It had her name on it. Nan was pleased.

1. It was Nan's _____.

2. Her friends gave her a coffee _____.

3. The mug was in a _____ box.

4. It had her _____ on it.

5. Nan was _____.

NOTE: INTRODUCE THE WORDS IN THE BOX BEFORE STUDENTS READ THE PARAGRAPHS.

36

OBJECTIVE: TO RECALL DETAILS FROM A STORY OR PARAGRAPH READ SILENTLY

B. DIRECTIONS: Read the story. Answer the questions.

boss	Help Wanted	talked	happy

Finding a Job

Ron went to find a job. He saw a sign. The sign said, "Help Wanted." He talked to the boss. The boss gave him the job. Ron was happy.

1. What did Ron want? _____

2. What did he see? _____

3. What did the sign say? _____

4. Who did Ron talk to? _____

5. Did Ron get the job? _____

C. DIRECTIONS: Read the story. Complete the sentences.

called	police	drugstore

Missing Car

Lee got out of her car. She ran into the drugstore. When she came out, she did not see her car. She called the police.

The police found her car. It took two days. Lee had left her keys in the car.

1. _____ got out of her car.
2. She ran into the _____.
3. Lee called the _____.
4. Lee's car was _____.
5. She had left her _____ in the car.

D. DIRECTIONS: Read the story. Answer the questions.

getting	keep
divorce	town

Getting a Divorce

Mr. and Mrs. Pine are getting a divorce. They have two kids. Mr. Pine wants to keep the kids. He says his wife is away from home a lot. She goes out of town for her job. Mrs. Pine wants to keep them too. She says her mother will help her with the kids.

1. Who is getting a divorce? _____

2. How many kids do they have? _____

3. Who goes out of town for work? _____

4. Who will help Mrs. Pine with the kids? _____

5. Who wants to keep the kids? _____

E. **DIRECTIONS:** Read the story. Answer the questions.

cash	check	clerk
minutes	front	

Cashing a Check

Jake was in line to cash his check. He did not look at the sign. It said to get a number. He was in line for 20 minutes. He got to the front of the line. The clerk told him to get a number. He went back to the end of the line. He was mad.

1. Why was Jake in line? _____

2. What did the sign say? _____

3. Why didn't Jake get a number? _____

4. Why did Jake get mad? _____

5. Who told Jake to get a number? _____

SIGHT WORDS

A. DIRECTIONS: Circle the words in each row that are the same as the word on the left.

1.	before	four	(before)	(before)	because
2.	begin	begin	before	begin	because
3.	does	goes	does	does	does
4.	during	does	during	during	do not
5.	should	should	could	should	would
6.	start	store	start	start	store
7.	talk	talk	take	talk	take
8.	then	these	then	these	then
9.	walk	walk	went	walk	went
10.	your	you	your	your	you

B. DIRECTIONS: Say the words in Part A. Write the words.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

NOTE: SEE TEACHER'S SECTION PAGE IV, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS EXERCISE.

41 OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

MAKING SENTENCES

C. **DIRECTIONS:** Fill in each blank with one of the words below the line.

1. Steve left _____ I could say hello to him.
   before
   before
   begin

2. The Sox baseball game will _____ at five.
   because
   begin

3. What time _____ that TV show come on?
   does
   goes

4. I do much of my homework _____ the day.
   does
   during

5. The car will not _____ because it is very cold.
   start
   store

6. You _____ not go to work with a cold.
   should
   shoes

7. Mike will be on the TV _____ show at 9:00 p.m.
   talk
   take

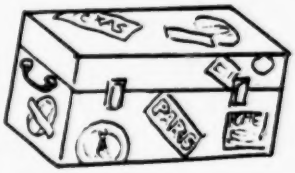
8. We will buy a home. _____ we will buy a car.
   These
   Then

9. Mr. Pine went for a _____ ___ to ease his mind.
   went
   walk

10. _____ white suit is very pretty.
    Your
    You

BEGINNING CONSONANT BLENDS

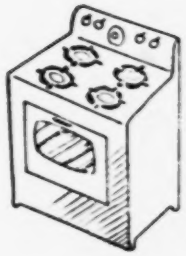
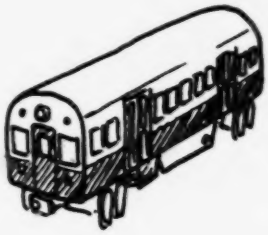
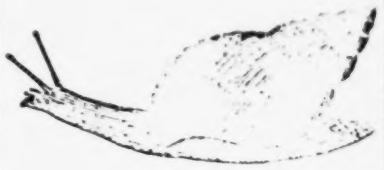
A. DIRECTIONS: Say the name of each picture. Circle the letters for the beginning sound of the picture.

1. tr (br) gr	2. cr br fr	3. dr tr gr
4. tr gr fr	5. dr gr cr	6.  dr br tr
7. pl fl bl	8. bl gl fl	9. gl fl bl
10. bl fl pl	11. fl pl gl	12. cl sl fl

NOTE: SEE TEACHER'S SECTION PAGE V, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS AND OTHER BLEND EXERCISES.

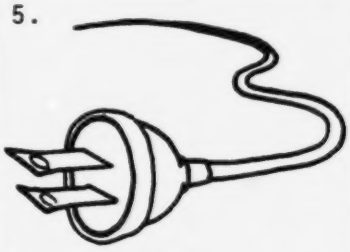
OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH INITIAL CONSONANT BLENDS

B. DIRECTIONS: Say the name of each picture. Circle the letters for the beginning sound of the picture.

1. (sp) gl br	2. cr sk fl	3.  pr st pl
4. 12 sp tw st	5. tw sk sw	6. sk sn st
7.  tr st kn	8. sp st sk	9.  tw sp sn

BEGINNING CONSONANT BLENDS

A. DIRECTIONS: Say the name of each picture. Circle the two letters for the beginning sound of the word under the picture.

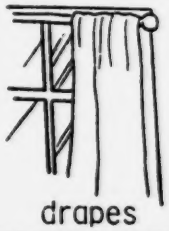
1. (bl)anket	2. clock	3. flag
4. glove	5.  plug	6. slipper

B. DIRECTIONS: Read the sentences. Circle the words with beginning blends.

1. Put the (bl)ue (bl)anket on the bed.
2. What time does the small clock have?
3. Please keep the U.S. flag clean.
4. The white coffee pot needs a new plug.
5. I cannot find my slippers.
6. The gloves you gave me were too small.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH INITIAL CONSONANT BLENDS

C. **DIRECTIONS:** Say the name of each picture. Circle the two letters for the beginning sound of the word under the picture.

1. bread	2. crown	3.  drapes
4. fruit	5. grapes	6. present
7. truck	8. twins	9. crab

D. **DIRECTIONS:** Read the sentences. Circle the words with beginning blends.

1. Do you like steamed crabs?
2. The drapes are open. Close them.
3. I want grits, eggs, bacon and grapefruit for breakfast.
4. The bride and groom got many presents from their friends.
5. A bread truck stopped on the Dan Ryan. It had a flat tire.
6. Miss U.S.A. has on a gold crown.
7. There are two sets of twins in our family.

BEGINNING CONSONANT BLENDS

A. DIRECTIONS: Say the name of each picture. Circle the two letters from the beginning sound of the word under the picture.

1. spider	2. scarf	3. stamp
4. sneaker	5. skate	6. sweater

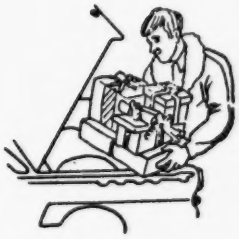
B. DIRECTIONS: Fill in the missing letters in each sentence. Choose from these letters: sp, sc, st, sn, sk, and sw. Then read the sentences.

1. A small black __ __ider is on the drapes.
2. The blue __ __arf looks pretty with your red and white dress.
3. Put two __ __amps on the letter before you mail it.
4. Put on your __ __eakers when you go into the gym to run.
5. Mrs. Brown will buy ice __ __ates for my birthday.
6. Do I need a __ __eater on under this coat?

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH INITIAL CONSONANT BLENDS

BEGINNNG CONSONANT BLENDS

DIRECTIONS: Match the sentences with the pictures.

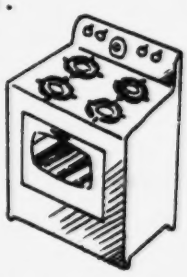


1. The bride is walking down the stairs.
2. Frank put the presents in the trunk of the car.
3. The chef dropped a plate.
4. There are two snakes in the grass.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH INITIAL CONSONANT BLENDS

BEGINNING CONSONANT BLENDS

A. DIRECTIONS: Read the words under the pictures.

1.	2.	3.	4.
			
spoon	plant	stove	flowers

B. DIRECTIONS: Choose a word from a box to complete each sentence.

1. A plant needs sun and water to grow.

2. The small clock on the _____ does not work. Will you fix it?

3. Put the fresh _____ in the green vase on the desk.

4. Put a big _____ on the plate with the crabmeat dip.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH INITIAL CONSONANT BLENDS

DIRECTIONS: Read the menu below. Underline the words with beginning consonant blends.

Friday's Specials

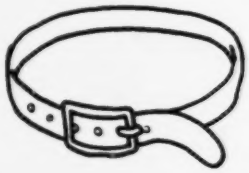
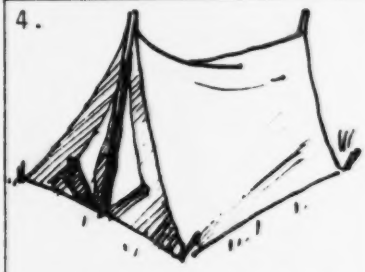
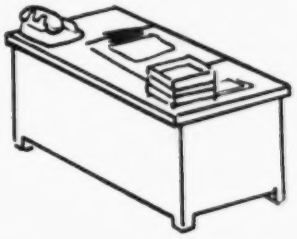
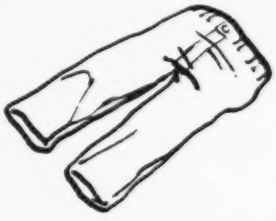
BREAKFAST		LUNCH	
Fresh fruit	70¢	Hamburger and Fries	$1.80
Bran Cereal	$1.00	Turkey and Dressing	$4.00
2 Grade A Eggs	75¢	Spaghetti and Meatballs	$3.00
1 Slice of Ham	80¢	Smoked Fish	$5.00
Skim Milk (8 oz.)	70¢	Stuffed Flounder with Crabmeat	$6.50
Prune Juice (8 oz.)	70¢	Soft Drinks (8 oz.)	60¢
		Fresh Bread (free with meal)	

NOTE: STUDENTS MAY NEED HELP WITH NEW WORDS.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH INITIAL CONSONANT BLENDS

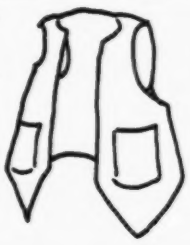
END CONSONANT BLENDS

A. DIRECTIONS: Say the name of each picture. Circle the word that names the picture.

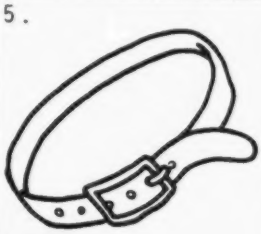
1.  belt felt	2. camp lamp	3. vest best
4.  tent cent	5. hand sand	6.  ask desk
7. sing ring	8.  pants hands	9. mink sink

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH FINAL CONSONANT BLENDS

B. DIRECTIONS: Say the name of each picture. Read the words under the picture.

1. 

vest	tent	ring	hand
best	cent	sing	band
test	dent	king	land
rest	sent	wing	sand
	vent		

5. 

belt	lamp	sink
felt	camp	mink
melt	damp	pink
pelt	ramp	rink

C. DIRECTIONS: Complete each sentence with one of the words below the line.

1. Nancy's birthday gift from her family was a black mink coat.

sink
mink

2. Mr. Cox got an A on his math ___ ___ _____.

test
best

3. Will you _____ me with my reading homework?

kelp
help

4. That cleaners will not clean my white _____ the way that I want them to.

pants
ants

5. The globe is on the _____ in the classroom at the end of the hall.

desk
ask

6. We are given ten days to be late with our _____.

rent
cent

A. DIRECTIONS: Read. Answer the questions.

easy	your	things
some	virus	clean

Getting a Cold

It is easy to get a cold. You put your hands on things. Some of these things have the cold virus on them. Then you put your hands on your face. The virus gets into your body. It gets in by way of your eyes and nose.

Keep your hands clean. This can help keep you from getting a cold.

1. What is the story about?

2. How does the cold virus get into the body?

3. What is one of the best ways to keep from getting a cold?

NOTE: INTRODUCE THE WORDS IN THE BOX BEFORE STUDENTS READ THE PARAGRAPHS.

OBJECTIVE: TO IDENTIFY THE MAIN IDEA AND DETAILS OF A PARAGRAPH OR STORY

B. DIRECTIONS: Read. Answer the questions.

auto	touch	gleam

The Auto Show

New cars and trucks are at the auto show each year. People touch them and sit inside of them. These cars and trucks stay very clean.

Many people work to keep them clean. There is one person for every three cars or trucks. They clean and shine them. This is why the cars and trucks gleam all of the time.

1. What is the story about?

2. How many cars or trucks does each person take care of?

3. What does he do?

4. What does the word <u>gleam</u> mean?

C. **DIRECTIONS:** Read. Answer the questions.

best	blind	glaucoma
test	doctor	problem

Eye Test

It is best to get an eye test every year or two. You can stop an eye problem before it gets bad. Take a test for glaucoma if you are over 30. Glaucoma can blind a person fast. The doctor can help to stop it.

1. What is this story about?

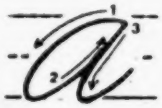
2. How often should you have an eye test?

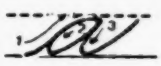
3. If you are over 30, what special eye test should you have?

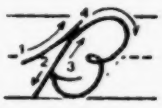
4. What can glaucoma do?

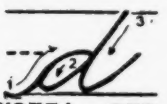
CURSIVE WRITING

DIRECTIONS: Look at each letter. Write each letter five times.





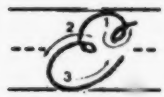


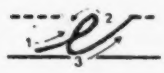


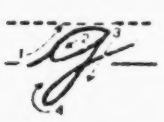
NOTE: SEE TEACHER'S SECTION PAGE V, FOR SUGGESTION ON HOW TO INTRODUCE THIS EXERCISE.

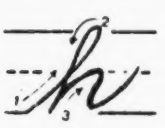
57

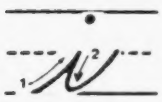
OBJECTIVE: TO WRITE LETTERS OF THE ALPHABET IN CURSIVE FORM

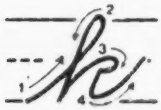


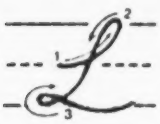


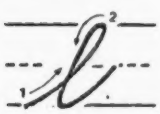


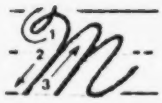


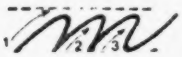


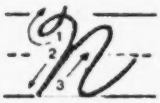


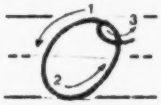


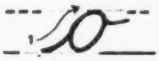


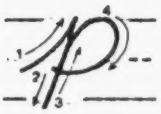


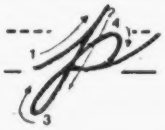


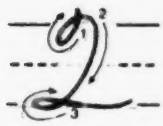


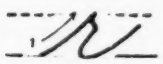


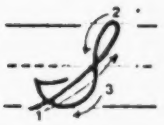


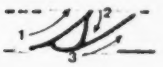


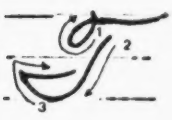


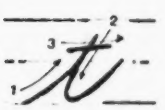


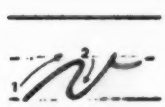


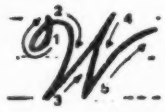


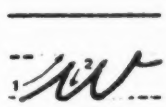


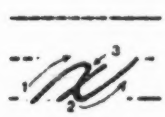


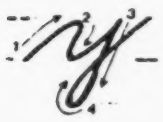


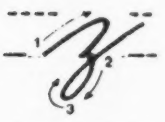




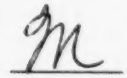
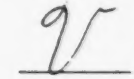
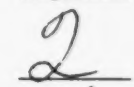
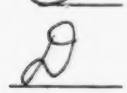
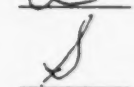
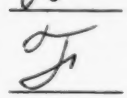
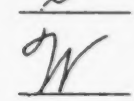
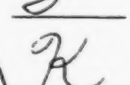
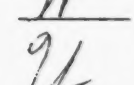
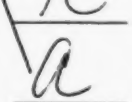
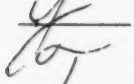
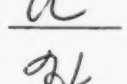
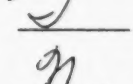
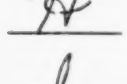
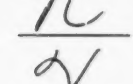
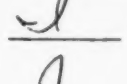
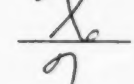
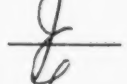
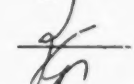
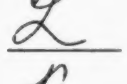
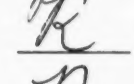
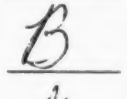
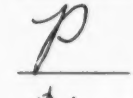
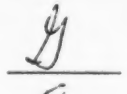
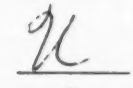






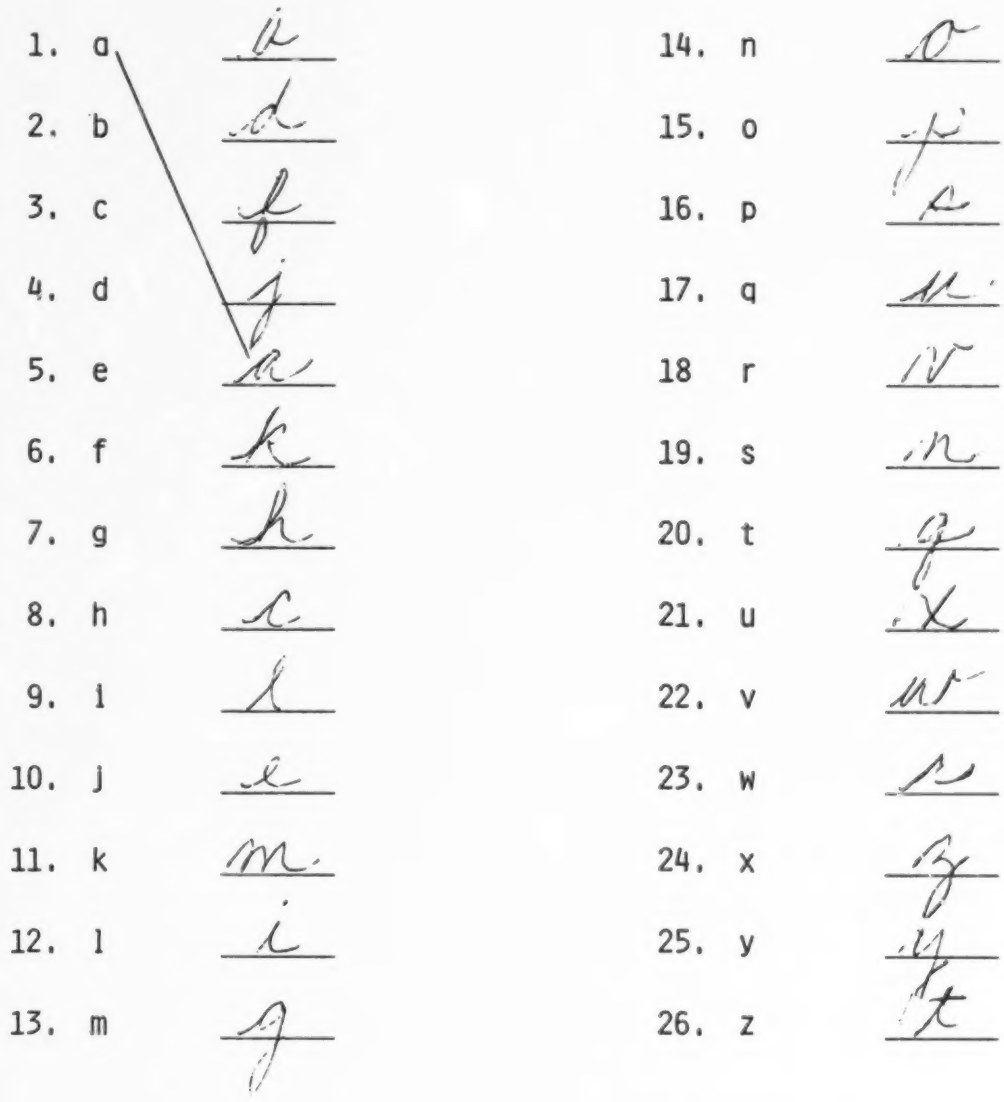


A. DIRECTIONS: Match the printed letter with the written one.

1.	A		14.	N	
2.	B		15.	O	
3.	C		16.	P	
4.	D		17.	Q	
5.	E		18.	R	
6.	F		19.	S	
7.	G		20.	T	
8.	H		21.	U	
9.	I		22.	V	
10.	J		23.	W	
11.	K		24.	X	
12.	L		25.	Y	
13.	M		26.	Z	

OBJECTIVE: TO IDENTIFY CURSIVE LETTERS

B. DIRECTIONS: Match the printed letter with the written one.



OBJECTIVE: TO IDENTIFY CURSIVE LETTERS

A. **DIRECTIONS:** Write each day twice.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

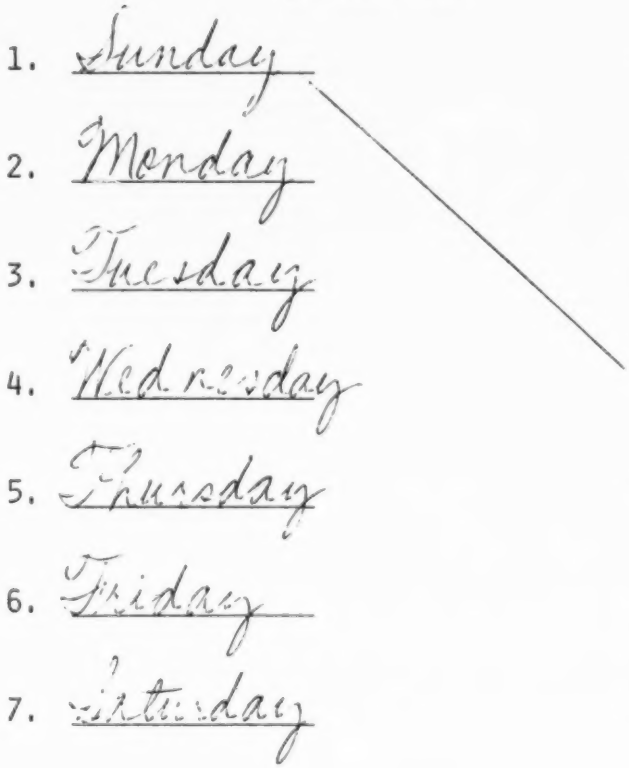
Saturday

NOTE: SEE TEACHER'S SECTION PAGE V, FOR SUGGESTION ON HOW TO INTRODUCE THIS EXERCISE.

66

OBJECTIVE: TO IDENTIFY AND WRITE THE DAYS OF THE WEEK

B. DIRECTIONS: Match each written day of the week with the printed one.



1.	Sunday	Tuesday
2.	Monday	Thursday
3.	Tuesday	Friday
4.	Wednesday	Sunday
5.	Thursday	Wednesday
6.	Friday	Saturday
7.	Saturday	Monday

C. DIRECTIONS: Write the name of a day on each line.

1. Every Sunday we visit my sister.
2. I go to class every _____.
3. This _____ we are going out to dinner.
4. John's birthday is _____.
5. We will have fish on _____.

A. DIRECTIONS: Write each month twice.

January

February

March

April

May

June

July

August

NOTE: SEE TEACHER'S SECTION PAGE V, FOR SUGGESTION ON HOW TO INTRODUCE THIS EXERCISE.

68

OBJECTIVE: TO IDENTIFY AND WRITE THE MONTHS OF THE YEAR

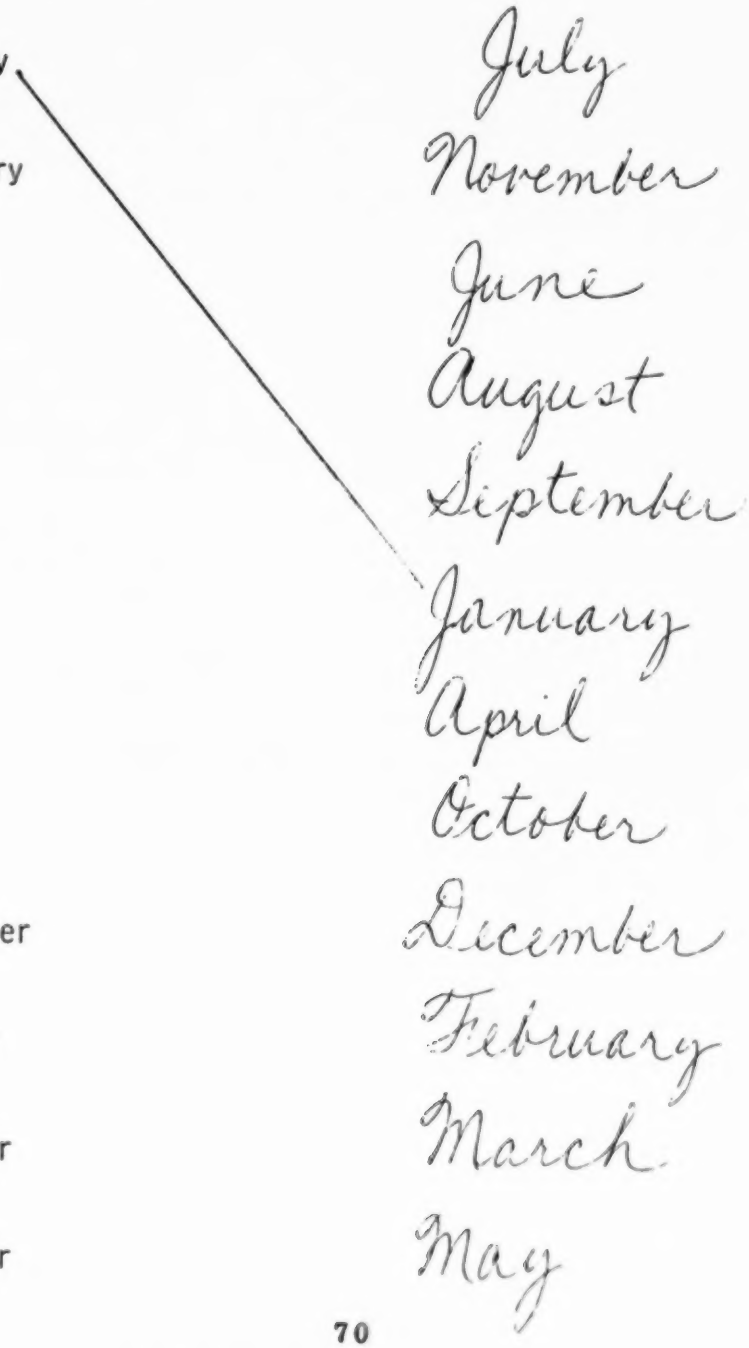
September

October

November

December

3. **DIRECTIONS:** Draw a line from the printed word to the matching written one.



C. **DIRECTIONS:** Write the name of a month on each line.

EXAMPLE: During January and February we will have a lot of snow.

1. We plant our garden in _____.

2. My birthday is in _____.

3. Our children go swimming during _____ and _____.

4. School will start in _____.

5. Fall begins in the month of _____.

SIGHT WORDS

A. DIRECTIONS: Circle the words in each group that are the same as the first word.

1. eight	2. pull	3. right	4. sleep	5. tell
every	play	right	stamp	tell
(eight)	put	fruit	some	time
easy	pull	white	sleep	bell
(eight)	bull	right	small	tell
eat	pull	rake	sleep	them

6. their	7. those	8. use	9. which	10. would
tire	things	use	why	would
their	their	vase	which	wade
those	those	union	white	would
this	this	use	which	window
their	those	unit	wife	woman

B. DIRECTIONS: Write the first word in each group above.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

NOTE: SEE TEACHER'S SECTION PAGE _v_, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS EXERCISE.

OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

72

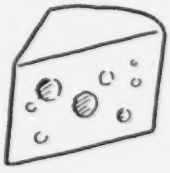
C. DIRECTIONS: Fill in each blank with one of the words from the box.

eight	right	tell	those	which
pull	sleep	their	use	would

1. Make a right turn at the corner.
2. Mike ran _____ miles today.
3. The truck will _____ the car out of the mud.
4. Children need eight hours of _____ every night.
5. Can you _____ me the time?
6. Did they give you _____ money yet?
7. _____ car do you like?
8. Do you want to _____ our van?
9. _____ are my shoes.
10. _____ you pay the bill?

BEGINNING CONSONANT DIGRAPHS

A. DIRECTIONS: Say the name of each picture. Write the two letters for the beginning sound of each one. Choose from these letters: ch, sh, th, and wh.

1. sh	2. _____	3. _____
4. 30 _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12.  _____

B. DIRECTIONS: Fill in each blank with one of the words below the line.

1. Put this chair by the window.
   chair
   share

2. Jan wants to be _____.
   chin
   thin

3. I like to eat _____ bread.
   wheat
   cheat

4. This wax will make the car _____.
   shine
   whine

5. Our friends took a trip on a _____.
   chip
   ship

C. DIRECTIONS: Complete each sentence. Choose a word below.

champ thank white shell thick

1. We found a _____ on the beach.

2. The carpet was _____.

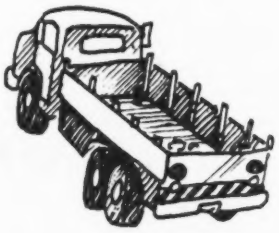
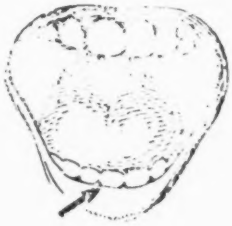
3. Did the children _____ Mrs. Neal for the gift?

4. Ken won the game. He was the _____.

5. Put the egg _____ into this cup.

END CONSONANT DIGRAPHS

A. DIRECTIONS: Say the name of each picture. Add ch, sh, th, or ck to complete the word under the picture.

1. bru s h	2.  tru _ _	3. wat _ _
4. fi _ _	5. ne _ _	6.  tee _ _
7. chur _ _	8. bea _ _	9. swit _ _

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH FINAL CONSONANT DIGRAPHS

B. DIRECTIONS: Write an ending for the given words. Choose from these consonant digraphs.

ch sh th ck

1. Your tee<u>t h</u> are very white. What do you use on them?
2. You should bru__ __ your teeth often to keep them clean.
3. I will set my wat__ __ by the clock on the desk.
4. Many people eat fi__ __ on Friday.
5. We walked on the sand at the bea__ __.
6. My ne__ __ hurts. Please rub it.
7. The swit__ __ on the bedroom wall has to be fixed.
8. Some people go to chur__ __ every Sunday.
9. This bread was baked today. It is fre__ __.
10. My friend, Frank, is a tru__ __ driver.

C. **DIRECTIONS:** Complete the words by adding ack.

1. cr a c k
2. bl _ _ _
3. att _ _ _
4. sn _ _ _
5. t _ _ _
6. tr _ _ _

D. **DIRECTIONS:** Complete each sentence. Use the words that you made in Part C.

1. May I have a little snack to eat?
2. This dog will not _____ you.
3. The wall needs to be fixed. It has a big _____.
4. The new desk was painted _____.
5. A train jumped the _____.

E. DIRECTIONS: Complete the words by adding eck.

1. d e c k
3. p _ _ _
5. sp _ _ _
2. ch _ _ _
4. n _ _ _

F. DIRECTIONS: Complete each sentence. Use the words that you made in Part E.

1. Did you go up to the sun deck?
2. The _____ is a part of the body.
3. Birds _____ holes with their bills.
4. Pay the bill with this _____.
5. Put a small _____ of blue in this paint.

G. DIRECTIONS: Complete the words by adding ick.

1. br i c k
2. fl _ _ _
3. k _ _ _
4. p _ _ _
5. s _ _ _
6. t _ _ _
7. th _ _ _
8. tr _ _ _

H. DIRECTIONS: Complete each sentence. Use the words that you made in Part G.

1. Sam's puppy can do a trick.
2. Who will _____ the ball?
3. A good doctor can heal the _____.
4. Jan can _____ up eggs and bacon.
5. That _____ house was painted a long time ago.

I. DIRECTIONS: Complete the words by adding ock.

1. bl o c k
2. r _ _ _
3. cl _ _ _
4. s _ _ _
5. l _ _ _
6. sh _ _ _

J. DIRECTIONS: Complete each sentence. Use the words that you made in Part I.

1. Please lock the window.
2. Help me find the blue _____.
3. Set the _____ to 4:00 PM.
4. The bad news was a _____ to the family.
5. All the people on our _____ will vote.

K. DIRECTIONS: Complete the words by adding uck.

1. b u c k
2. l _ _ _
3. pl _ _ _
4. s _ _ _
5. t _ _ _
6. tr _ _ _

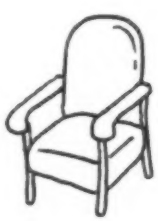
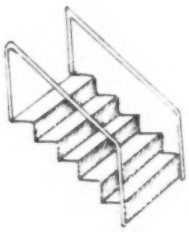
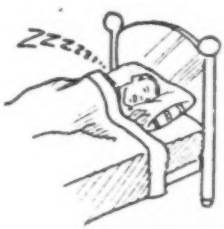
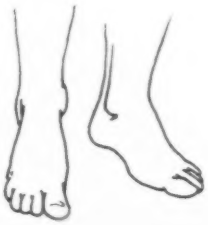
L. DIRECTIONS: Complete each sentence. Use the words that you made in Part K.

1. Does your child Suck his thumb?
2. I will need a lot of _____ to win the race.
3. A word for "dollar" is a _____.
4. _____ the sheet in.
5. The _____ needs some gas.

VOWEL DIGRAPHS

A. DIRECTIONS: Say the name of each picture. Write the two vowels that will complete each word. Choose from these vowels.

ee ea oa ai

1. s _ _ p	2.  ch _ _ r	3. tr _ _
4.  st _ _ rs	5. s _ _ l	6.  sl _ _ p
7. c _ _ t	8.  f _ _ t	9. l _ _ f

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH VOWEL DIGRAPHS

B. DIRECTIONS: Complete each sentence. Choose from the words below.

soap stairs sleep chair leaf

1. Sit in the chair by the open window.
2. This _____ fell from the tree in the back yard.
3. The bride walked down the _____.
4. On my day off I _____ until ten.
5. You need _____ and water to clean the chair.

C. DIRECTIONS: Complete each sentence. Choose from the words below.

coat seals feet read paint

1. My feet hurt because I walked all day.
2. Put on your _____. It is very cold outside.
3. Steve will _____ the bedroom walls blue.
4. I _____ a book every ten days.
5. _____ live in water and on land.

D. DIRECTIONS: Complete each sentence with a word from below the blank.

1. Wheel the bike to get some air.
   Wheel
   Peel

2. Candy is _____.
   sweet
   greet

3. Tadd's bedroom is very _____.
   neat
   beat

4. This log will _____ in the water.
   coat
   float

5. Drive the car down the _____.
   load
   road

E. **DIRECTIONS:** Complete each sentence with a word from below the blank.

1. Drain the water from the sink.

Drain
Stain

2. Follow that _____ into the woods.

pail
trail

3. The _____ stops here at 7:00 PM.

chain
train

4. It will _____ all day.

gain
rain

5. Please make the _____ for breakfast.

boast
toast

A. DIRECTIONS: Read the story. Tell how you think it ends.

lottery	lucky	thousand

Sam's Lucky Day

Sam has been out of work for over a year. He needs money to pay his bills. He has to have a lot of work done on his teeth. He would like to take a trip to Rome.

Sam played the lottery. Today, his lucky numbers came in. He won five thousand dollars on a one dollar bet. Sam will...

NOTE: SEE TEACHER'S SECTION PAGES V & VI, FOR DISCUSSION SUGGESTIONS.

OBJECTIVE: TO PREDICT STORY OUTCOME

B. DIRECTIONS: Read the story. Tell how you think it ends.

stations	checked	anti-freeze	sure	hurry

Car Care

Most gas stations used to take care of your car. They checked many things. They checked the oil, water, and anti-freeze.

Today, people are in a hurry. They get gas at a self-serve station. They pay for it and go. No one checks the car.

Hank has a car. He does not have much time. He gets gas but does not check the rest of his car. One of these days, . . .

C. **DIRECTIONS:** Read the play. Tell how you think it ends.

typist	quit	sounds	others	interview	apply

The Job Interview

(Toni walks into the room.)

MR. JAY: Please have a seat.

TONI: I got to have a smoke. I want to apply for the typing job. I worked for five months as a typist at Vin's Plant.

MR. JAY: Tell me about that job.

TONI: I type very fast. You can test me and find that out.

MR. JAY: Sit down over there and type this letter.

(Toni gets up and goes to a table. She types the letter.)

MR. JAY: That was very good.

TONI: I told you so.

MR. JAY: Why did you leave your last job?

TONI: I liked the job. I liked the people I worked with. The pay was fine, too.

MR. JAY: That all sounds good. But why did you leave the job?

TONI: Well, a new boss was put over us. I had to quit. She was a jerk. I just hated her.

MR. JAY: I see. (He stands up.) Thank you for coming in.

TONI: Do I get the job?

MR. JAY: There are others who will apply. We will call you by the end of the week.

TONI: (She gets up.) Okay. See you later. (She goes out of the room.)

(Mr. Jay sits down. He begins to write about the interview. He writes...)

A. **DIRECTIONS:** Read the story. Tell how you think it ends.

grandma	grandchildren	answer	rocking chair	dance

Grandma Then and Now

What does a grandma look like? The answer is not what it used to be. Grandma always had gray hair. She sat in a rocking chair. She liked plants and cooking.

Nancy Reed has a job. She goes to a GED class. She takes a dance class, too. Nancy has three grandchildren. We asked her about grandmothers of today. She told us . . .

NOTE: SEE TEACHER'S SECTION PAGES VI & VII, FOR DISCUSSION SUGGESTIONS.

OBJECTIVE: TO COMPLETE AN OPEN-ENDED STORY

B. DIRECTIONS: Read the story. Tell how you think it ends.

should	library	city	opened

Maps

(Two friends Alan and Greg, are talking to each other.)

Alan said to Greg, "I have a problem. I am looking for a job. I need to go many places in this city. I plan to take a bus."

"What is your problem?" asked Greg.

"I am not sure what streets the buses are on, "Alan said.

"You need a CTA map, Alan," Greg told him.

"How can I get one?" asked Alan.

"I am not sure," said Greg. "I think you should check with the library. They can tell you how to get the maps you want."

"Thank you," Alan said.

The next day, he went to the library. He opened the door and...

A. DIRECTIONS: Write each word twice.

1. and and and
2. box _____
3. call _____
4. city _____
5. fix _____
6. good _____
7. jeep _____
8. lot _____
9. name _____
10. quick _____
11. state _____
12. under _____
13. van _____
14. work _____
15. zip _____

OBJECTIVE: TO COPY WORDS AND SENTENCES IN CURSIVE FORM

B. DIRECTIONS: Copy each sentence below.

1. Please close the window.

2. The jeep has a good motor.

3. I must go to work quickly.

4. Pay the bill with this check.

5. We will buy gas for the van.

SIGHT WORDS

A. DIRECTIONS: Circle the words in each group that are the same as the first word.

1. full	2. fall	3. hold	4. house	5. hunt
pull	fall	hold	home	hunt
(full)	full	gold	house	home
(full)	fall	hold	house	hunt
pull	fall	hold	home	house
(full)	full	gold	house	hunt

6. laugh	7. light	8. myself	9. never	10. only
laugh	little	myself	very	only
lottery	light	mine	never	one
laugh	light	my	every	only
lottery	laugh	myself	never	one
laugh	little	myself	never	only

B. DIRECTIONS: Listen to the first word in each group above. Write the words.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

NOTE: SEE TEACHER'S SECTION PAGE VII, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS EXERCISE.

94

OBJECTIVE: TO RECOGNIZE AND WRITE SIGHT WORDS

C. **DIRECTIONS:** Complete each sentence with a word from the box.

house	full	hunt	hold	fall

1. I drink eight full glasses of water every day.
2. My friends and I _____ every _____.
3. Will you _____ this chair up? I have to fix the leg on it.
4. The Smith _____ has a "For Sale" sign in the yard.

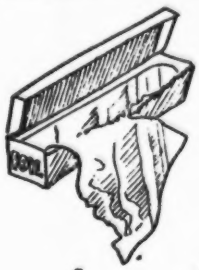
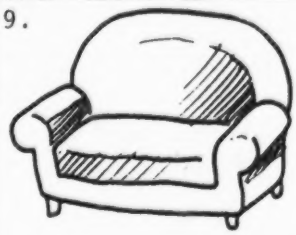
only	laugh	myself	light	never

1. All of my friends _____ at my jokes.
2. Fix the _____ switch on the back wall in the bedroom.
3. If you do not fix it, I will fix it _____.
4. You should _____ write a check if you do not have money to back it.
5. There are _____ 30 days in April.

VOWEL DIPHTHONGS

A. DIRECTIONS: Say the name of each picture. Complete the word under the picture. Choose from these vowel diphthongs.

oi oy ow ou

1. b o y	2. g _ _ n	3. t _ _ el
4. cr _ _ n	5. t _ _ s	6. b _ _ l
7.  f _ _ l	8. p _ _ ch	9.  c _ _ ch

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH VOWEL DIPHTHONGS

B. DIRECTIONS: Draw a line under the word that completes each sentence.

1. The water must (boil, spoil) to make tea.
2. A little (boy, toy) was playing with a truck.
3. The King put on his (crown, towel).
4. Please buy one (pound, pouch) of apples.
5. Put the new seed into the (coil, soil).

C. DIRECTIONS: Choose one of the words below to complete each sentence.

joy ouch spoil town towel

1. Put the food into the refrigerator. That way it won't _____.
2. Dry the dishes with this _____.
3. We drove to the small _____.
4. The little girl said, "_____! "when she got the shot.
5. His son's visit filled him with _____.

NOTE: STUDENTS MAY NEED HELP WITH THESE WORDS: SHOT, REFRIGERATOR, AND VISIT. 97

DIRECTIONS: Write a word that belongs in each group.

1. three
   five
   ten

2. STOP
   NO LEFT TURN
   _____

3. fish
   eggs
   _____

4. hat
   dress
   _____

5. eye
   nose
   _____

6. hammer
   saw
   _____

7. dinner
   lunch
   _____

8. Dan
   Tim
   _____

9. van
   car
   _____

10. January
    March
    _____

NOTE: SEE TEACHER'S SECTION PAGE VII. FOR ORAL EXERCISE.

OBJECTIVE: TO CLASSIFY INFORMATION

A. DIRECTIONS: Read. Answer the questions.

missed	driver	given	lost

Lost Book

Len took the bus to class when work was over. After he got off, he missed his green math book. The bus had gone. After school, he called the CTA Lost and Found. The next day, he got a phone call. The caller said he had the book. A kind man had given the book to the bus driver. Len went to the Lost and Found to pick up his book.

1. Who called Len on the phone?

2. When Len called the Lost and Found, what did he tell them?

3. What kind of book did Len lose?

4. When did Len go to school?

NOTE: INTRODUCE THE WORDS IN THE BOX BEFORE STUDENTS READ THE PARAGRAPHS.

OBJECTIVE: TO ANSWER LITERAL AND IMPLIED QUESTIONS ABOUT A READING SELECTION

B. DIRECTIONS: Read. Answer the questions.

bottle	careful	others	working	medicine

Taking Medicine

Be careful when you take medicines. Read the directions. They are on the box or bottle.

Talk to your doctor before you take more than one medicine at a time. Some medicines do not mix well with others. Some medicines stop other medicines from working.

1. What are directions for?

2. Why should you talk to your doctor about medicines?

3. What could happen if you mix medicines?

4. Why should you be careful with medicine?

C. **DIRECTIONS:** Read. Answer the questions.

Tai Chi	China	morning	relax
exercise	breathe	stress	

Tai Chi

Tai Chi is like a very slow exercise. You move and breathe together. This helps the mind and body to relax. It can help get rid of stress.

In China, many people do Tai Chi. They do it in the morning. It helps them work better.

1. What is Tai Chi?

2. What is stress?

3. Why do people do this exercise?

4. Name a country where many people do Tai Chi?

NOTE: TAI CHI IS PRONOUNCED TY CHEE.

DIRECTIONS: Copy the paragraph below three times.

Sam played the lottery for two years. He had not won any money. Today his lucky numbers came in.

NOTES